



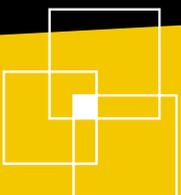
12 JUNE 2011
World day against child labour



A resource for teachers
and educators

WARNING!
Children in hazardous work

End child labour



ABOUT THE WORLD DAY

Each year on June 12, people around the world come together to mark the World Day Against Child Labour. The event raises both public and political awareness and builds support for efforts to tackle the scourge of child labour. The World Day 2011 will provide a global spotlight on **children involved in hazardous work**, and will call for urgent action to address the problem. The ILO has estimated that there are 215 million children in child labour and of these, 115 million are directly involved in hazardous work. This is work that by its nature or the circumstances in which it is carried out, is likely to **harm children's physical, mental or moral health**. In some cases the work may even jeopardise children's lives. Of the 115 million children involved in such work, 53 million are aged between 5 and 14. A further 62 million children are aged between 15 and 17, constituting almost half of all working children in this age range. Child labour has major repercussions on the education process of children with many working children either not attending school at all, or dropping out of school at an early age, being absent, repeating grades or having poor performance and low educational achievements. In May 2010, representatives of countries, UN institutions, trade unions and civil society adopted The Hague Global Child Labour Roadmap highlighting education as a key strategy in addressing child labour. **On World Day 2011 the key messages are :**

- It is urgent to tackle hazardous child labour to make progress on the global goal of eliminating the worst forms of child labour.
- Recognising that hazardous work is part of the larger child labour problem, there is a need to scale up global, national and local level efforts against all forms of child labour through education, social protection and strategies to promote decent and productive work for youth and adults.
- There is a need to build strong tripartite action on the issue of the hazardous work of children, using international standards and the experience of employers' and workers' organizations in the area of safety and health and in the context of decent work.
- The crucial central component of any effective strategic policy for the prevention and elimination of child labour is education, compulsory, quality, and publicly funded education, combined with social protection and respect of labour standards.

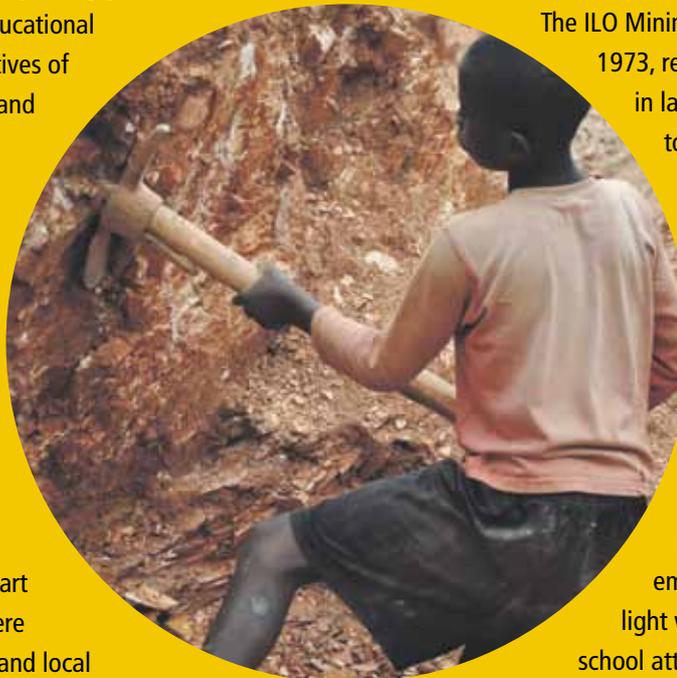


THE ILO CONVENTIONS ON CHILD LABOUR

The ILO Minimum Age Convention No. 138, 1973, requires Member States to specify in law a minimum age for admission to employment not less than the age of finishing compulsory education, and in any case not less than 15 years. However, a State whose economy and educational facilities are insufficiently developed may under certain conditions initially specify a minimum age of 14 years. National laws or regulations may permit the employment of 13-15 year olds in light work which is not prejudicial to school attendance, or harmful to a child's health or development. The ages 12-14 can

apply for light work in countries that specify a minimum age of 14. The ILO Worst Forms of Child Labour Convention No. 182, 1999, calls for "immediate and effective measures to secure the prohibition of the worst forms of child labour as a matter of urgency". The worst forms identified are :

- All forms of slavery, or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.



- The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procurement or offering of a child for illicit activities.
- Work which, by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

TACKLING HAZARDOUS WORK BY CHILDREN

The ILO's Conventions and accompanying Recommendations provide a framework which emphasises the importance of access to education and ensures that children of legal working age work in safe conditions. It is up to the competent authorities, in consultation with workers' and employers' organizations, to determine what is hazardous in the national context. ILO Recommendation No. 190 gives guidance on some of the factors

to be considered in determining hazardous work. Hazardous work includes : work which exposes children to physical, psychological or sexual abuse ; work underground, under water, at dangerous heights or in confined spaces ; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads ; work in an unhealthy environment which may expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health ; work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer. Based on such factors, the impact of work on children can range from a relatively minor injury to disability or even death. Some physical or psychological problems that result from work are not obvious or do not show up for many years, such as in the cases of heavy metal poisoning or impaired intellectual or social development.

CHILD LABOUR AND EDUCATION

Hazardous child labour cannot be addressed in isolation. It is part of the global problem of child labour, which is closely linked to lack of quality educational opportunities for children, and factors linked to poverty, lack of social protection and lack of decent work for adults and youth. As such, measures to address child labour need to be rooted in broader policy responses. Globally, 67 million primary aged children of whom more than half are girls, and 71 million children of lower secondary school age, are not enrolled in school. Many others who are enrolled are not attending on a regular basis, often because of long working hours or because of the costs of schooling. Hazardous child labour does not remove a child from poverty.

A quality education can. Providing access to free, compulsory and quality education for all children until the minimum age for admission to employment is a key strategy. It is the first step in tackling all forms of child labour. Apart from the immediate and obvious benefits of lifting children out of child labour and into schools, universal basic education remains a fundamental human right. The international community has consistently focused on this right through national and international law. The importance of basic education is central to the ILO Conventions on child labour, and to the UN Convention on the Rights of the Child.



IN THE UNION : WHAT EDUCATION UNIONS CAN DO TO SUPPORT THE WORLD DAY 2011

Teacher unions have been pioneers in the movement to prevent and eliminate child labour. On the World Day 2011, we call upon the strength and dedication of teacher unions to inspire the global community to join the fight against child labour. Depending on the national and local context there are many ways teacher unions can support the World Day Against Child Labour. Here are some ideas :

- If your union has a website, promote the World Day and link with the ILO World Day website at : www.ilo.org/ChildLabourWorldDay.
- Discuss the World Day in union meetings at national, regional and local level, and consider how the Union can lend its support.
- Send this leaflet to local union branches.
- Consider issuing a union press release to mark the World Day.
- If your union is associated with a national confederation, raise the issue of child labour and the importance of quality education within the confederation's discussions.
- If the ILO's International Programme on the Elimination of Child Labour (IPEC) is active in your country, contact the ILO Office and discuss possibilities of cooperation.
- If still required in your country, campaign for the ratification of ILO Conventions Nos. 138 and 182 and inspire national governments to develop or re-evaluate lists of work which is hazardous to children.
- Work in partnership with other civil society organizations, and national and international institutions involved in combating child labour to guide and bolster public awareness and commitment to action.
- Advocate for policy initiatives that remove children from child labour and help them access quality education.
- Consider teacher union development cooperation activities that support the objective of eliminating child labour.
- If child labour is not a major problem in your country, use your resources to spread knowledge and encourage awareness in those nations actively tackling child labour.
- Publicise the problem of child labour in supply chains.
- Speak up and out for the right to quality education for every child, adolescent and youth.



IN THE CLASSROOM : WHAT TEACHERS CAN DO TO SUPPORT WORLD DAY 2011

There may be opportunities for teachers and other educators to discuss the World Day Against Child Labour with students, possibly involving students in an activity which can help build awareness and support for efforts to tackle child labour and for the importance of education. The kind of activity most suitable will vary according to the age of the students but below are some ideas for activities. You may have others !

- **Keep the pinwheel moving, pass it on ! Campaign.**

The pinwheel is a symbol used by the ILO in its advocacy campaign against child labour. If you have access to the internet, visit the Pinwheel Campaign at : www.ilo.org/ipec/Campaignandadvocacy/Youthinaction/Pinwheel/lang--en/index.htm and download and make your own pinwheel kit.

- **Warn the community.** Based on examples of traffic signs found in your country, invite students to make their own creative versions of warning signs specifically for hazardous work. If possible, focus on the types of hazardous tasks that may occur in your country.

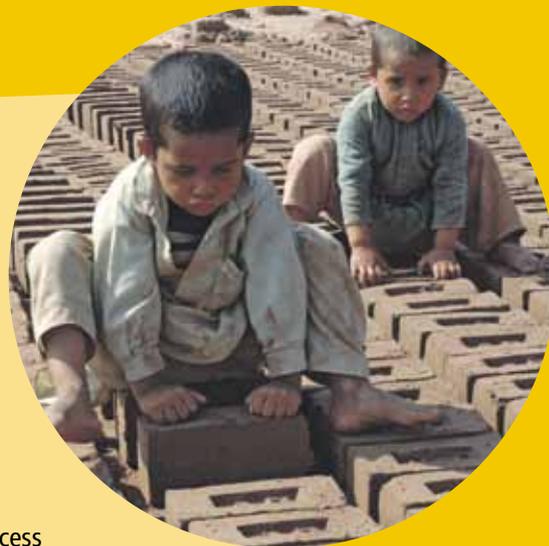
- **Body map the hazards.** Have your students outline a shape of their body on a large piece of paper. Stimulate a discussion on how hazardous work can impact or injure various parts of the body and mark or colour your conclusions on the sketch. Pay attention to various systems of the body such as the respiratory and circulatory systems, and don't forget about a fundamental organ – the brain !

- **Get creative.** Conduct a brainstorming exercise to gather ideas on the potential work tasks, the hazards linked to the particular task, and the specific health consequences that may occur in children's work environments. Encourage your students to describe their impressions in a drawing, a poem, or a letter to government representatives. Share the creative results within your school, local university campuses, and wider community.

- **Step in their shoes.** Share images of child labour from World Day brochures or from the ILO Photo Gallery if you have access to the Internet : www.ilo.org/dyn/media/mediasearch.home?p_lang=en. If possible, select children's images from your region and ones that correspond with the approximate ages of your students. Ask your students to imagine the lives of these children by creating a journal of their daily activities – from waking up to going to bed. Mobilize your students to act out the lives of child labourers based on the journals they created in a play or performance for the local community.

- **Encourage wider participation.** Involve your school community in events that lead up to World Day 2011. Plan a "Child labour awareness week" in local schools and social activity centres to build up momentum for June 12th. On the first day of this week, organize a "Plant-a-tree" campaign with students and community members to symbolize the importance of giving and nurturing life.

- **Mobilize your neighbourhood.** Harness the talent and creativity of children and young people in your community by encouraging them to participate in activities such as concerts, sports events, art shows, public debates and poetry readings that raise awareness for the World Day. Involve local musicians, sports players, university students, politicians, journalists and activists in the community as well as the media to inspire a collaborative partnership. If you have access to the Internet, visit the IPEC's SCREAM programme website for more ideas on how to engage and empower youth in awareness building activities : www.ilo.org/scream.



EDUCATION INTERNATIONAL – WORKING WITH THE ILO TO TACKLE CHILD LABOUR

Education International (EI) is the Global Union Federation representing teacher organizations worldwide. Currently, EI represents 30 million teachers, education workers and academics through 396 member organizations from early childhood to higher education in 171 countries and territories. Teacher organizations are key players in existing initiatives and synergies to tackle child labour and keep children in school. EI provides a remarkable network of key actors who are mobilized against child labour at regional and local levels. At an international level, EI has been raising awareness of the need to link efforts to tackle child labour with the education framework, uniting its members worldwide to combat child labour, and mobilising support within the broader trade union movement, civil society and education community. Together, the ILO's International Programme on the Elimination of Child Labour (IPEC) and EI have been actively working to increase awareness concerning child labour and to put this issue high up on national and international agendas. EI encourages members to organise activities and events around the World Day Against Child Labour 2011 and to collaborate on the event with regional and country level ILO offices.



If you would like more information about ILO and EI and their role in combating child labour, please contact us :

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